

<b>Semester and Year</b>	Fall 2018
<b>CRN</b>	CRN 10886
<b>Course Prefix, Num. and Title</b>	HIST 1302-403 - United States History II
<b>Instructor</b>	C.J. Bibus, Ed.D.
<b>Telephone</b>	281.239.1577
<b>Email / Webpage</b>	bibusc@wcjc.edu <a href="http://facultyweb.wcjc.edu/cbibus/">Faculty Web Page (opens in same window/tab)</a> http://facultyweb.wcjc.edu/cbibus/
<b>Office Hours / Location</b>	<u>Richmond</u> , 240G: 10:20-10:50 AM (Monday, Friday), 9:50-10:50 AM, 1:00-1:30 PM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). Or by appointment.
<b>Class Days / Time / Location</b>	Monday, Wednesday, Friday / 11:00-11:50 PM / FBTC 211
<b>Course Catalog Description</b>	A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.
<b>Instructor's Grading Formula</b>	Objective work includes Learning Quizzes on concepts, Evidence Quizzes, 3 Unit Exams, and a Departmental Final Exam. Written work is a 3-part writing assignment to develop your skills by using prior feedback and working with evidence and primaries. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.
<b>Instructor's Grading Scale</b>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)
<b>Instructor's Attendance Policy</b>	Attendance will be taken daily at the beginning of the class using a seating chart.
<b>ADA Statement</b>	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx</a> .

<b>Misconduct Statement</b>	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
<b>Last Day to Drop with a "W"</b>	November 16, 2018

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

### General Education Core Objectives:

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

### History Department Student Learner Outcomes:

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

For definitions of the terms above, use the Syllabus & Success Assignment.

### Required Course Materials:

**This textbook is required for all written assignments:** David M. Kennedy, Lizabeth Cohen, and Mel Piehl, *The Brief American Pageant: A History of the Republic*, 9<sup>th</sup> edition. It is the one-volume edition containing 41 chapters and is used for both History 1301 and History 1302. The ISBN is 9781337124645; however, that ISBN is a "bundle" and includes both the textbook and an online program called Mindtap. In this course, we will **not** use Mindtap.

### Method of Instruction:

This course uses Learning Quizzes, Lessons, writing assignments, and other course work to help you learn the essentials of history, but also to prepare you for the world of work or, if that is your goal, for further academic study. You can:

- Master basic concepts and content that help you figure out what is happening in the world you live in
- Practice skills at learning new and varied things, something essential in a rapidly changing world where workers may have to retrain many times
- Develop skills necessary as a successful decision maker about your own life and about your own vote
- Strengthen practical skills in reading, problem-solving, and writing that are necessary for **all** those roles.

## Organization of the Course

United States History II covers from 1877 to the 21st Century. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: Creating a New America from 1860 to 1900
- Unit 2: Moving to the World Stage – America from 1900 to 1945
- Unit 3: Transformations – America from 1945 to the Near Present

## Blackboard and Its Use in This Class:

In this course, you need to use Blackboard for five things:

1. Using resources including links, maps, and primary sources (sources created during the period we are studying)
2. Taking required Learning Quizzes
3. Taking required quizzes on the basics of evidence and using resources with those quizzes
4. Submitting written assignments to Turnitin within Blackboard. **Caution:** You must be in Blackboard to submit.
5. Using Blackboard's My Grades to see your grades throughout the course and, if needed, your instructor's Comment to you about that grade as guidance on what **you** need to do.

Blackboard and different student situations:

- If you have limited Internet or computer access, see me for ways to work with less time online. Glad to help.
- If you use WCJC's computers in a student lab, you do not have to prepare your computer to work with Blackboard. On the other hand, if you want to use your own computer, you **do** have to prepare it for Blackboard. **Tips** for that preparation of your computer are at Blackboard's Help & Resources. The two main Resources to use are:
  - Computer Requirements – Tells you any you need to prepare common computers
  - Browser Check for Blackboard – Tells you what is OK and not OK (and you need to change) about your current browser
- If you use Blackboard anywhere (even in WCJC's computers), you may need this basic **Tip:** If you are not seeing something in the course that you were shown in class or that you saw on a previous day, you may solve your problem just by changing the browser you are using today. For example, if you were using Firefox, try Chrome or even Internet Explorer.

## Getting Started Activities

The Getting Started activities are:

- Complete your course plan so you (and I) know the grade you plan to earn and exactly what assignments you know you must do to earn that grade
- Do the Syllabus and Success Assignment form and bring it to class for the Q&A on the due date
- Take the Departmental Pre-Test to determine how much you already know about this period of history

To help you, you attend a course lab, and the instructor provides a quick demonstration. You log into Blackboard and do the first Learning Quiz (both its Self-Test and its Full-Test) and as many Self-Tests as you can.

## Assignments That Help You Learn Efficiently and Prepare for Exams and for Writing Assignments:

### How Quizzes Work in This Course for Both Self-Testing and to Earn Full Points

Whether Learning Quizzes or ones on the basics of evidence, quizzes always consist of:

- A self-test so **you** find out what **you** know and **you** do not know. The name is **self-test** because **you** are testing **yourself** so **you** know what **you** need to do.) The goal is positive so no points are lost. Self-Tests are extra credit and have questions that are only worth .01. (A .01 is so small that it is equivalent to a penny compared to a dollar.)  
**Tip:** On the other hand, **it is in your interest to answer Self-Tests accurately so measure your own brain accurately for 2 reasons.**
  1. You want to know what you know and do not know so you can work efficiently and correct or complete what you do not know.
  2. If you already know the content in the Self-Test and prove that by being correct on over 80% of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.  
The instructor enters those points at the end of each Unit **after** the Learning Quizzes close.
- Once you submit the self-test, Blackboard **automatically** displays additional content (if needed) and a Full-Test that has so that you can earn full points while **teaching yourself** the vocabulary and map locations **you** do not know. You may repeat as many times as you wish, and your **highest** score counts.

There is an incentive for persisting explained before the List of Due Dates at the end of the syllabus.

### Evidence Quizzes as a Key to Understanding Historical Writing and Basics That You Must Apply When You Write

The main purpose of the Evidence Quizzes are to help you recognize the **IF** and the **WHEN** below:

- **IF** you know or do **not** know the basic rules for evidence that you need for this class. **Tip:** If you miss a lot of questions, you do **not** need to memorize a lot of words to get the right answers on the quiz. Instead, you need to realize that **you** are going to have to **follow instructions carefully** because **this work is different from your prior work.**
- **WHEN** you need to **check the rules** to be sure or—if you are not sure—to **ask your instructor** for help.

### Learning Quizzes as a Key to Understanding Concepts

Learning Quizzes let students focus on concepts, such as the meaning of words, the location and traits of places, and parts of essential documents. Understanding concepts helps you understand accurately the facts you encounter. Questions from these quizzes are also 8 (about a third) exam questions of the 25 questions on each Unit exam.

### 3 Unit Exams and the Goal of Exam Questions (Questions are easier—and more useful.)

There are 25 questions in sets (so students in the classroom sitting side by side have different questions). Eight of the 25 sets (about a third) in the Unit Exam are pulled from Learning Quizzes so you not only **pre-earn** points for the quizzes, but you also **pre-learn** 8 of the 25 unit questions.

The goal of the exam questions determines the remaining seventeen (about two-thirds) of the 25 sets of exam questions. In this class, questions do **not** require that you show you know **everything**, but you show that you know **something**. The questions focus on your recognizing significant traits of such things as regions, time periods and their dominant beliefs or events, and representative historical figures. **Tip 1:** The best way to recognize and learn these is in the instructor's Lessons in each Unit, not in turning the pages of the textbook. **Tip 2:** The best way to use the Lesson links efficiently is to use the Unit's Study Guide (at the top of each Unit's folder).

The Syllabus & Success Assignment provides a link with examples of these types of questions.

## Departmental Final Exam—F for the Course If Not Taken

There is a review for the Final Exam provided in the course in a folder at the bottom of Learning Modules. The Final Exam has 50 questions, at 2 points each. The questions in the Departmental Final Exam were written directly or chosen by the History Department. **Caution:** Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final **Letter** grade for the course.

## 3-Part Writing Assignments:

### Your Instructor's Perspective

Throughout the 3 parts, your instructor is **glad** to spend time with you to help you. (**Caution:** do not start the day before the part is due.) Also, if you think I have marked your evidence incorrectly, double check the evidence with your source page and then come see me. If I am wrong and you can show me the evidence, I am **glad** to change the grade. I try hard to grade your papers with your sources side by side, but everyone can make a mistake.

### How All Writing Assignments Work in This Course

Writing assignments are freshman level, brief, and use only the textbook and resources in the course. You focus on a specific historical question as though you were **teaching another student**. You follow rules for citation provided in the course. Every part of the writing is to be based on the 5 Good Habits for Evidence. Grading is not about your style or your opinion or your memories—or mine. It requires you practice skills essential to get and keep a good job.

### Location of the Written Work and the Evidence Requirements

Your writing assignments are located in 3-Part Writing and Evidence Requirements in Blackboard. Instructions, the **required** file you are to use (without changes to format or heading), primaries and any materials you need, and the Turnitin Assignment that you use are there.

To reduce the odds that you work contrary to instructions and fail an assignment, some actions require you do something first. Examples are:

- You see the first 3-Part Writing only **after** you complete the instructions in Evidence Requirements.
- I enter points for your work only **after** you respond to my feedback following instructions provided in class.

## 3-Part Writing Assignment – Visual Paper, Revised Paper, and Paper with Additional Content

Doing the 3-Part Writing Assignment with on-campus students is an experiment to try to help students with permission of the History Department. My hope is that it will help many of you a lot.

You are required to keep in a folder (cheap, ugly, orange) that I provide: all of your marked papers and all of your feedback from me. With the 2<sup>nd</sup> and 3<sup>rd</sup> Parts, you always return my orange folder not only the new work but the folder with all prior work and all prior feedback. You will be stronger if you should use them to improve, but at least you must keep **all** of them in the folder or you lose 20% of the grade for your new work.

- 1<sup>st</sup> Part: For the visual paper, your requirement is to follow a Visual Checklist of how the heading, paragraphing, footnotes, bibliography should look. You also do a first pass at following the instructions to answer the question provided, but on this pass you not worried about your best words but content and citation. You use primaries. The paper and the footnotes must no more than 1 page, with the bibliography on the second.  
**Feedback:** Your marked paper and the marked Visual Checklist (The Visual Checklist has a section where you can respond to feedback.)
- 2<sup>nd</sup> Part: You use the marked paper and your marked Visual Checklist to determine how you need to work differently. Look at your paper and ask yourself if you met the goal of **teaching another student** this content—

should something come out or be added. Compare your first pass of your paper with the exact page of every citation to make sure are accurate. Revise and proof (double check everything).

**Feedback:** Your marked paper and the marked Good Habits for Evidence rubric. (The Good Habits for Evidence rubric has a section where you can respond to feedback.)

- 3<sup>rd</sup> Part: You use the marked paper and your marked Good Habits for Evidence rubric to determine how you need to work differently. If I point out that you are making the same mistake that you made in the 1<sup>st</sup> Part, then check that carefully as well. See me if you do not understand. The question, primaries, and content are related to the prior paper, but all are expanded to a larger time period. In other words, you are still **teaching another student** this content but you will probably have to remove or reduce content that you thought was important before. Before you submit make sure you compare the 3<sup>rd</sup> Part paper with the feedback on the Visual Checklist and the Good Habits for Evidence rubric that I marked before.

**Feedback:** Your marked paper and the marked Good Habits for Evidence rubric. (The Good Habits for Evidence rubric has a section where you can respond to feedback.)

## Writing Assignments and Requirements about Using in Turnitin in Blackboard

With Turnitin assignments in this class, you:

- Submit your file to Turnitin in Blackboard. (We do not use Turnitin at a separate website.)
- May resubmit your file many times until the Due Date. For example, you may submit to Turnitin for feedback on grammar **and** plagiarism, then correct the file, and resubmit it. Submit early so you can ask questions on such things as what Turnitin has identified in its originality report. Ask if you need help.

In this class, you are submitting two things—the file to Turnitin and the print of the paper to your instructor. You must do these 2 things for your work to be graded.

### 1. Submit your **file before 11:59 PM on the Due Date.**

- Do **not** wait until the last minute. The Turnitin settings in this course will automatically close Turnitin at 11:59 PM. **Caution:** The file is not accepted late.
- If Turnitin seems to be taking an unusually long time to submit your file, it is usually safest to exit and resubmit.
- **Before** you exit, be sure you see what Turnitin says is its digital receipt. You do **not** turn in the digital receipt. With all software, it is safest to save a “Snippet” of a receipt in case there is a problem. If you need help, ask.

### 2. Bring a **single-sided print of the paper** to your instructor **before the seating chart is complete** on your **next** class day **after** the Due Date in Turnitin. **Caution:** The print and its folder (once you have that) are not accepted late.

## Course Evaluation

### Grading Scale:

This is a 1000-point course, with points added as you earn them. You can see your current total in Blackboard. At the end of each Unit, I post an Announcement in Blackboard to help you determine your current letter grade. If the grade is lower than you want, please ask for help. The Final Letter Grade is determined by this scale:

Point Range	Final Letter Grade
895 – 1000	A (exceptional)
795 – 894	B (above average)
695 – 794	C (average)
595 – 694	D (below average)
Below 595	F (failing)

## Grading Formula:

The 1000-point course consists of these points, with the first 2 being general assignments, the middle 4 being objective assignments (gradable by computer or a Scan-Tron), and the last being related written assignments:

- 40 – Getting Started activities (How you start frequently determines your success at the end)
- 90 – Participation and Self-Management to Help Both Objective and Written Work
- 200 – Learning Quizzes
- 300 – 3 Unit Exams @ 100 points each
- 100 – Comprehensive Final Exam– Departmental policy is an F for the course if you do not take it.
- 50 – 4 Quizzes on the basics of evidence in history and preparing for and participating in a Q&A (question-and-answer) session on evidence and on the 1st Part of the 3-Part Writing (10 points)
- 220—3-part writing assignment to develop your skills by using prior feedback and working with evidence and primaries

## Your Course and Incentives for How You Work and Opportunities to Improve a Weak Grade

This course does **not** offer extra credit at the end of the class to help a few people make a higher grade. It does offer **incentives** (defined below) to **all** students for doing things that will make them better students.

- It offers grading using the 5 Good Habits for Evidence (explained below) which can raise your written work by a letter grade if you just follow those Habits. If you already have the Habits and consistently follow them, your grade will be fine. If you did not have these Habits initially but improve consistently and do follow the Habits by the 3<sup>rd</sup> assignment, your Good Habits for Evidence points for the 3<sup>rd</sup> assignment can overwrite the points for the 2<sup>nd</sup> assignment.
- It offers incentives for persistence with quizzes.

## **Caution** about the History Department's Course Objectives and the Requirement for 25% Writing

The History Department has student learner outcomes that require writing based on evidence and that require that you use primaries as well as secondaries. The Syllabus and Success Assignment form you submit provides a link to explain those objectives and the meaning of the terms primary and secondary.

The written work **must** be over 25 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass. For math examples so you can see how that 25% writing requirements makes success in writing **essential**, use the Syllabus & Success Assignment. To pass, **everyone** must do **all** parts of the 3-Part Writing Assignment.

## How This Course Tries to Help Different Types of Students Succeed in Writing about History

For many students, a United States history course is the first time they have had to write about something that is **real**—not just opinion—and therefore requires **verifiable** evidence from a **reliable source**. Some students never had United States history before. Some students are very uncomfortable and inexperienced with writing.

Also, history is cognitively like biology: both disciplines are real and both are also detailed, complex, and interconnected. That means you have plenty of ways to be wrong about those realities. Many students seem to have problems with both of these disciplines.

To try to help students with the issues above, this course does four things:

1. It provides information and quizzes on these basic rules of evidence so you can find out what you do not know about evidence **before** you write.



2. The instructor initially reviews your paper using a visual checklist so you can find out if you do not understand an instruction or footnotes or something basic and correct it **before** your instructor grades the words you wrote.
3. It uses one rubric for grading of papers and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working—you may need to change.
4. With permission of the History Department to do this experiment to try to help students, it divides a grade for a written assignment in two grades:
  - One part of the grade for the content of the written assignment itself
  - One part for following the 5 Good Habits for Evidence (covered at the top of Required Writing and Evidence Requirements).

For a link to showing you how dividing written grades in those two parts can help your grade (and your skills), use the Syllabus & Success Assignment.

## How This Course Tries to Help Different Types of Students Persist by Using Incentives

*Merriam-Webster's Online Dictionary* defines the word **incentive** as:

“something that makes a person try or work hard or harder.”

With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if you:

- Either already knew the content in the Self-Test and were correct on over 80% of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.  
At the end of each Unit after the Learning Quizzes close, the instructor not only enters the points for the Full-Test but also the 1 point incentive.
- Or complete both Self-Test and Full-Test parts 3 days before the Unit Exam.  
**Why Do the Full-Tests?** 1) Its Full-Test lets you teach yourself any missed concepts by taking the test as many times as you want and you pre-learn about one-third of the Unit Exam questions. 2) Completing both tests results in the 1 point incentive. 3) That the highest score counts is also an incentive to **persist**—what Duckworth calls “grit,” something everyone needs.)

For a link to Duckworth’s Ted Talk, use the Syllabus & Success Assignment. She is very impressive.

## How This Course Tries to Help Different Types of Students Succeed with Self-Management

Factual accuracy is a key to success with assignments based on evidence, not opinion. Being able to focus on factual accuracy in class requires self-management by the class. To encourage self-management, the seating chart is a way to record distracted or distracting behavior and—the ideal—focused behavior.

If you use the Lesson links and Learning Quizzes before class, your focused participation can help the class dialog as part of the lecture. Good participation is useful to others and means such behaviors as:

- 1) No guessing and no use of information other than from the textbook or sources within the course
- 2) No answers that are off topic
- 3) Asking questions that are on topic (You can always ask general questions at the beginning of class.)
- 4) No hogging or bullying (examples available)
- 5) No use of electronics, including no attempts to hide them while using them

Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade. A mark on the seating chart in **orange** means no points for the Unit. The chart shows the other possible grades.



Points	Letter Grade	What Do You Do to Earn It?	How Is It Measured?	Quantity Required
23.9	C++ <b>averaging as a B-</b>	In class, no distracted or distracting behaviors	No <b>orange</b> dots in your seating chart for the Unit.	0 (Absolutely not 1 time during the Unit)
25.5	Averages as a mid-B	Does the above <b>and</b> also does focused participation in class dialog within lecture	1 <b>blue</b> dot in your seating chart for the Unit	At least 1 time
27.0	Averages as an A-	Does both things above	2 <b>blue</b> dots	At least 2 times
30	100%	Does both things above	3 or more <b>blue</b> dots	At least 3 times

## Course Policies

### **Class Behavior Policy:**

Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. The term "classroom disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instruction, and education of a class. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They also include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

### **Attendance Policy:**

WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. (Details provided in class.) Active attendance means 3 things: 1) using the upcoming Lesson's Learning Quizzes **before** class, 2) using that preparation to participate positively in problem solving **in** class, 3) taking notes, and 4) removing all distractions. Using a cell phone, smartwatch, computer, or other device during class makes **active** attendance improbable. **Put up all** of these devices **before** class starts. Your self-management in class during each of the 3 Units is measured for a grade. (Covered above.) If you cannot resist using your cell phone—for example—during class, then you will not only lose the points for the Unit, but also before the beginning of the next class you will need to place the device in a safe location provided by the instructor and then pick up your device at the end of class. **Exceptions:**

- If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during a class, then see me **before** class.
- If counseling has confirmed that you need to use a computer during class and if you use it only for work going on in **this** class, then provide their form to me and talk with me privately.

### **Attendance Policy, Locking of the Door, the Seating Chart, and Days When Papers Are Due**

For security reasons, the door will be locked 5 minutes after the beginning of the class and remain locked until the end of class. (I have an alarm set on my phone for 5 minutes after the start of class.)

Attendance will be taken **once** daily at the beginning of the class. If you come into class **after** the seating chart is complete but **before** the door is locked, you are not marked as attending for the day. Students who frequently come to class after the seating chart is complete tend to make very low grades for the course. For example, they miss announcements about topics for the day and they do not hear other students' questions about upcoming assignments.

With papers, work is due at the **beginning** of class. For example, if you arrive **after** the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. **Tip:** If you cannot come to class or be there **before** the seating chart is completed, have the printed copy timestamped at the reception area **before** the class starts. Then follow their instructions for putting the paper in my mailbox. Also email me at bibusc@wcjc.edu **before** the class telling me to check my mail box.

On the date in the List of Due Dates (at the end of this syllabus), you choose your preferred seat; however, students who chat after class starts will be moved to another seat on the **next** class day. If this occurs, I will mark the problem on the seating chart and, on the next class day, move you on the seating chart and in the room.

### **Academic Honesty Policy:**

WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level policies. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

### **Six Drop Rule:**

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. There are many exceptions to this rule. Please refer to the current WCJC catalog for information.

### **Dropping a Course with a Grade of "W:**

In the History Department, instructors may **not** drop students. Students must drop their course. WCJC sets the last date for a student to drop a course. That date is on the second page of this syllabus and on the List of Due Dates at the end.

### **List of Due Dates (at the end of this syllabus) and Your Responsibilities:**

It is your responsibility:

- To talk to me if you do not know what to do or need help. I am glad to help you, but let me stress this: The earlier we talk, the better your chances of success.
- To use the List of Due Dates to determine:
  - What Lessons we are covering in the coming week and therefore specific Learning Quizzes you should do
  - What is DUE and when—including preparation that you need to do before class and what you print and bring to class before the seating chart is completed.
- To understand the Late Work Policy (below) so you can understand the consequences of your decisions.

### **Late Work Policy:**

With due dates for any assignment, including exams and required writing, there are no extensions unless it is appropriate to make an extension available to **all** of you. You have these responsibilities:

1. At the **beginning** of the term, compare **all** of the Due Dates with your personal schedule. If you cannot do an assignment on a Due Date, tell your instructor immediately and suggest an **earlier** date. Example: If you previously scheduled a trip on the date of a Unit Exam, suggest **an earlier** date to do the exam.

2. If something happens that no one could plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, tell your instructor **immediately** and provide a **valid, written excuse**.

**What happens depends on whether you have a valid, written excuse for this event:**

- **With** a valid, written excuse provided **immediately**, these rules apply.
  - If you miss an exam, your make-up exam is taken on the date of the Final Exam.
  - If you miss one of the 3-Part Writings, you receive an extension, set by me, with no penalty.
- **Without** a valid, written excuse, you receive a 0.

**Tip:** Remember a **low grade is better than a 0** so do the assignment as **best you can** and submit it **on time**.

## List of Due Dates (With Information about Points as a Reminder about Your Plan)

### General Information:

<b>Dates</b>	Last day for you to "Drop" the course with grade of "W" – 11/16/2018 Holidays–Fall Break(10/26), Thanksgiving (11/20 <b>after</b> 4:00 PM -11/23)
<b>Due Dates and the Specific Hours</b>	For the date due, see the Due column. On that date, <b>quizzes</b> and Turnitin submissions close at 11:59 PM. The print of the paper is due to the instructor <b>before</b> the seating chart is completed. The incentive date for quizzes is <b>3</b> days before your Unit Exam.
<b>Reference Chapters</b>	The numbers listed in a Unit's heading are for the textbook chapters applicable to the Unit and they are for reference only. Because of the goals for the exam questions (as the syllabus explains), in this course, Lesson links <b>are</b> the textbook.
<b>Self-Test Passwords</b>	Passwords are required only for Self-tests – selftest (no capitals, no spaces, no punctuation)
<b>Headings Here and Course Locations</b>	The headings, such as Getting Started – Course Documents and Orientation—are also the names of the Blackboard folders in the course.
<b>Blackboard Opening</b>	9/04 at 8 AM - <b>Tip to MWF classes:</b> wait until I see you in classes on 9/05.

### Getting Started - Course Documents and Orientation

Lecture Title/Your Assignment or Preparation	Quiz/Exam	Due	Points
Course Orientation and your plan to make the grade you want.		8/27	10
Your Preparation: Bring a Scan-Tron and # 2 pencil. Seating chart occurs.	Take the Pre-test in class.	8/29	--
Your Preparation: Mark the Syllabus and Success Assignment form and view the links (URL at the top) for any row you do not understand (10 points). Come with your questions for the Q&A (10 points).		8/31	20
Your Assignment: When your class starts, come to the open lab reserved for your time period. This is a working lab for a grade and Blackboard will show the work you do. <b>Being quiet and productive is required</b> for the points and <b>to stay in the lab</b> . Your instructor will show examples of using a Self-Test and Full-Test and then help any students who need help logging in or anything else. (On 9/5, we will do preparatory work about history and our course.)	Log in successfully. Take at least the 1 <sup>st</sup> Self-Test and its Full-Test. Also do other Self-Tests with attention.	9/7	10

### Unit 1: Creating a New America from 1860 to 1900 (Reference Chapters 23-27)

Lecture Title/Your Assignment or Your Preparation	Lesson #	Quiz/Exam	Due	Points
Big Business and Semi-Organized Labor, 1860–1900	Lesson 1	--	--	--
Transformations in the South and West	Lesson 2	--	--	--

Turmoil of Politics, Urban/Rural Split, and Reform	Lesson 3	--	--	--
Turmoil and Expansion Through 1900	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes	Lessons 1-4	All Self-Tests/Full-Tests	10/8	70
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 1 Exam	10/8	100
Self-Management	--	--	10/8	30

### 3-Part Writing and Evidence Requirements – Assignments Done During Unit 1, 2, and 3

**Caution:** To see the folder for Part 1 on 9/16, if you must have finished the Evidence Quiz 4's Self-Test.

Assignment	Open	Date and Hour Due	Points
Do the 4 Evidence Self-Tests on basics of evidence in history. (If you do not make 80% on each Self-Test and if you want the 40 points, do the Full-Tests). Prepare for/attend a Q&A class session on evidence and Part 1 Writing (10 points)	9/4 (8AM)	Working lab on quizzes 9/19 4 Self-Test complete - 9/23 Evidence/Part 1 Q&A Session-- 9/26	50
Part 1: Your 1st attempt at your paper with correct footnotes and bibliography per the Visual Checklist.	9/16	File in Turnitin- 10/2 pre 11:59 PM Print to instructor- 10/3 pre-12:05 PM	80
Part 2: Your paper corrected for everything. Paper (60 points, 30 for content, 30 for the Good Habits for Evidence) 2 items in folder (5,5)	10/7	File in Turnitin- 10/22 pre 11:59 PM Print <b>and</b> orange folder to instructor-- 10/24 pre-12:05 PM	70
Part 3: Your paper expanded for new content and primaries. Your paper corrected for everything. Paper (60 points, 30 for content, 30 for the Good Habits for Evidence) 4 Items in folder, 2 new items in folder (5,5)	10/28	File in Turnitin- 11/18 pre 11:59 PM Print <b>and</b> orange folder to instructor - 11/19 pre-12:05 PM	70

### Unit 2: Moving to the World Stage-America from 1900 to 1945 (Reference Chapters 28-34)

Lecture Title/Your Assignment or Preparation	Lesson #	Quiz/Exam	Due	Points
Progressivism: Roosevelt to Wilson	Lesson 1	--	--	--
World War I and Its Transformations Including Mass Culture	Lesson 2	--	--	--
Economic Collapse, the New Deal, and New Challenges	Lesson 3	--	--	--
1940 to the "Summit of the World"	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes	Lessons 1-4	All Self-Tests/Full-Tests	11/7	85
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 2 Exam	11/7	100
Self-Management			11/7	30

### Unit 3: Transformations--America from 1945 to the Near Present (Reference Chapters 35-41)

Lecture Title/Your Assignment or Preparation	Lesson #	Quiz/Exam	Due	Points
The Big Shift: 1945-1960s (Major changes over time)	Lesson 1	--	--	--
The Big Shift Expanded: 1970s-1980s	Lesson 2	--	--	--
The Troubled Transformation: 1990s to the Near Present	Lesson 3	--	--	--
Your Assignment: Complete all Learning Quizzes	Lessons 1-3	All Self-Tests/Full-Tests	12/7	45
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-3	Unit 3 Exam	12/7	100
Self-Management	--	--	12/7	30

### Final Exam: 1860 to the Present--Includes a Review – **Caution:** F for Course if Final Exam not taken

Lecture Title/Your Assignment or Preparation	Exam	Due	Points
Your Preparation: Review materials are available.		--	--
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Final Exam	12/12, 10:15-12:15 PM	100
Your Preparation: Review all grades. If a problem, call and email me.		12/13 <b>before</b> Noon	--

*I reserve the right to modify the syllabus during the semester.*